

## OCONEE SCHOOL DISTRICT

P.O. Box 649  
Walhalla, SC 29691

**GRADES** PK-12

**ENROLLMENT** 10,136 Students

**SUPERINTENDENT** Dr. Valerie Truesdale 864-638-4000

**BOARD CHAIR** Harry B. Mays, Jr. 864-972-2136

**FISCAL AUTHORITY** County Council

## THE STATE OF SOUTH CAROLINA

### ANNUAL DISTRICT REPORT CARD

# 2003

#### ABSOLUTE RATING:

**GOOD**

Absolute Ratings of Districts with Students like Ours

|           |      |         |               |                |
|-----------|------|---------|---------------|----------------|
| Excellent | Good | Average | Below Average | Unsatisfactory |
| 1         | 12   | 4       | 0             | 0              |

#### IMPROVEMENT RATING:

**AVERAGE**

#### ADEQUATE YEARLY PROGRESS:

**N/A**

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

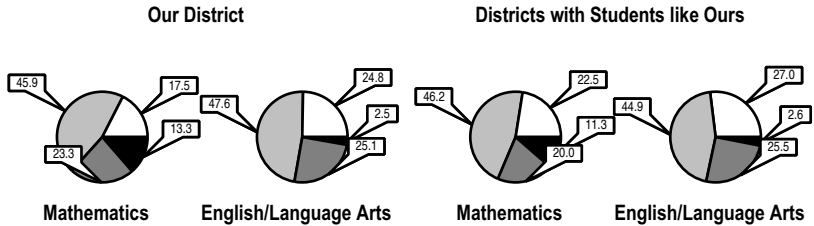
**FOR MORE INFORMATION, VISIT WEBSITES AT:**

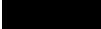



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**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

|      | <b>Absolute Rating</b> | <b>Improvement Rating</b> | <b>Adequate Yearly Progress</b> |
|------|------------------------|---------------------------|---------------------------------|
| 2001 | Good                   | Average                   | N/A                             |
| 2002 | Good                   | Below Average             | N/A                             |
| 2003 | Good                   | Average                   | N/A                             |
| 2004 |                        |                           |                                 |

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS****Definition of Critical Terms**

|   |                    |   |
|---|--------------------|---|
|  | <b>Advanced</b>    | Very high score; very well prepared to work at next grade level; exceeded expectations  |
|  | <b>Proficient</b>  | Well prepared to work at next grade level; met expectations   |
|  | <b>Basic</b>       | Met standards; minimally prepared, can go to next grade level   |
|  | <b>Below Basic</b> | Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level |

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**TENTH GRADE PASSAGE OF ONE OR MORE SUBTESTS OF THE EXIT EXAM**

|                              | <b>Our District</b> |             |             | <b>Districts with Students Like Ours</b> |             |             |
|------------------------------|---------------------|-------------|-------------|--|-------------|-------------|
| <b>Percent</b>               | <b>2001</b>         | <b>2002</b> | <b>2003</b> | <b>2001</b>                              | <b>2002</b> | <b>2003</b> |
| <b>Passed all 3 subtests</b> | 81.6                | 75.6        | 76.9        | 71.7                                     | 69.7        | 70.1        |
| <b>Passed 2 subtests</b>     | 12.0                | 16.4        | 16.4        | 16.2                                     | 16.3        | 16.8        |
| <b>Passed 1 subtest</b>      | 5.2                 | 4.8         | 4.5         | 8.0                                      | 8.9         | 8.1         |
| <b>Passed no subtests</b>    | 1.2                 | 3.2         | 1.7         | 4.2                                      | 5.2         | 4.4         |

**ELIGIBILITY FOR LIFE SCHOLARSHIPS**

| <b>Percent of</b>  | <b>Our District</b> | <b>Districts with Students Like Ours</b> |
|--|---------------------|--|
| <b>Seniors eligible for LIFE Scholarships at four-year institutions*</b> | 15.1                | 16.4                                     |
| <b>Seniors who met the SAT requirement</b>                               | 15.1                | 17.5                                     |
| <b>Seniors who met the grade point average</b>                           | 57.4                | 55.0                                     |

\*Using only the SAT and grade point average requirements

**PACT PERFORMANCE BY GROUP**

|                                | Enrollment 1st<br>Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and<br>Advanced | State Objective |
|--------------------------------|----------------------------------|----------|---------------|---------|--------------|------------|------------------------------|-----------------|
| <b>English/Language Arts</b>   |                                  |          |               |         |              |            |                              |                 |
| All students                   | 4,901                            | 99.6     | 24.8          | 47.6    | 25.1         | 2.5        | 27.6                         | 17.6            |
| <b>Gender</b>                  |                                  |          |               |         |              |            |                              |                 |
| Male                           | 2,593                            | 99.5     | 29.6          | 49.0    | 20.1         | 1.3        | 21.4                         | 17.6            |
| Female                         | 2,308                            | 99.7     | 19.5          | 46.0    | 30.7         | 3.9        | 34.6                         | 17.6            |
| <b>Racial/Ethnic Group</b>     |                                  |          |               |         |              |            |                              |                 |
| White                          | 3,989                            | 99.5     | 21.4          | 47.5    | 28.2         | 2.9        | 31.1                         | 17.6            |
| African-American               | 639                              | 99.5     | 42.0          | 46.8    | 10.2         | 1.0        | 11.2                         | 17.6            |
| Asian/Pacific Islander         | 19                               | 100.0    | 5.3           | 63.2    | 31.6         |            | 31.6                         | 17.6            |
| Hispanic                       | 246                              | 100.0    | 39.0          | 48.0    | 13.0         |            | 13.0                         | 17.6            |
| American Indian/Alaskan        | 4                                | 100.0    |               |         |              |            |                              | 17.6            |
| <b>Disability Status</b>       |                                  |          |               |         |              |            |                              |                 |
| Not disabled                   | 3,796                            | 99.8     | 18.6          | 47.9    | 30.3         | 3.1        | 33.4                         | 17.6            |
| Disabled                       | 1,105                            | 98.8     | 48.3          | 46.1    | 5.3          | 0.2        | 5.5                          | 17.6            |
| <b>Migrant Status</b>          |                                  |          |               |         |              |            |                              |                 |
| Migrant                        |                                  | 0.0      |               |         |              |            |                              | 17.6            |
| Non-migrant                    | 4,901                            | 99.6     | 24.8          | 47.6    | 25.1         | 2.5        | 27.7                         | 17.6            |
| <b>English Proficiency</b>     |                                  |          |               |         |              |            |                              |                 |
| Limited English proficient     | 69                               | 100.0    | 65.6          | 28.1    | 6.3          |            | 6.3                          | 17.6            |
| Non-limited English proficient | 4,832                            | 99.5     | 24.1          | 47.9    | 25.5         | 2.6        | 28.1                         | 17.6            |
| <b>Socio-Economic Status</b>   |                                  |          |               |         |              |            |                              |                 |
| Subsidized meals               | 2,491                            | 99.5     | 33.6          | 49.3    | 16.2         | 0.9        | 17.0                         | 17.6            |
| Full-pay meals                 | 2,398                            | 99.6     | 16.2          | 45.8    | 33.9         | 4.1        | 38.0                         | 17.6            |

|                                |       |       |      |      |      |      |      |      |
|--------------------------------|-------|-------|------|------|------|------|------|------|
| <b>Mathematics</b>             |       |       |      |      |      |      |      |      |
| All students                   | 4,901 | 99.8  | 17.5 | 45.9 | 23.3 | 13.3 | 36.6 | 15.5 |
| <b>Gender</b>                  |       |       |      |      |      |      |      |      |
| Male                           | 2,593 | 99.8  | 17.8 | 46.3 | 22.5 | 13.3 | 35.8 | 15.5 |
| Female                         | 2,308 | 99.9  | 17.1 | 45.3 | 24.1 | 13.4 | 37.5 | 15.5 |
| <b>Racial/Ethnic Group</b>     |       |       |      |      |      |      |      |      |
| White                          | 3,989 | 99.8  | 13.9 | 45.2 | 25.7 | 15.3 | 41.0 | 15.5 |
| African-American               | 639   | 100.0 | 37.8 | 50.2 | 9.0  | 3.0  | 12.0 | 15.5 |
| Asian/Pacific Islander         | 19    | 100.0 | 10.5 | 15.8 | 47.4 | 26.3 | 73.7 | 15.5 |
| Hispanic                       | 246   | 99.6  | 25.6 | 49.2 | 17.6 | 7.5  | 25.1 | 15.5 |
| American Indian/Alaskan        | 4     | 100.0 |      |      |      |      |      | 15.5 |
| <b>Disability Status</b>       |       |       |      |      |      |      |      |      |
| Not disabled                   | 3,796 | 99.9  | 12.9 | 43.7 | 27.1 | 16.3 | 43.5 | 15.5 |
| Disabled                       | 1,105 | 99.5  | 34.9 | 54.4 | 8.7  | 2.0  | 10.7 | 15.5 |
| <b>Migrant Status</b>          |       |       |      |      |      |      |      |      |
| Migrant                        |       | 0.0   |      |      |      |      |      | 15.5 |
| Non-migrant                    | 4,901 | 99.8  | 17.5 | 45.9 | 23.3 | 13.4 | 36.7 | 15.5 |
| <b>English Proficiency</b>     |       |       |      |      |      |      |      |      |
| Limited English proficient     | 69    | 98.6  | 54.0 | 33.3 | 9.5  | 3.2  | 12.7 | 15.5 |
| Non-limited English proficient | 4,832 | 99.9  | 16.9 | 46.0 | 23.6 | 13.6 | 37.1 | 15.5 |
| <b>Socio-Economic Status</b>   |       |       |      |      |      |      |      |      |
| Subsidized meals               | 2,491 | 99.8  | 23.5 | 51.7 | 17.5 | 7.3  | 24.8 | 15.5 |
| Full-pay meals                 | 2,398 | 99.9  | 11.7 | 40.1 | 29.0 | 19.3 | 48.2 | 15.5 |

**Abbreviations for Missing Data**

N/A Not Applicable

N/C Not Collected

N/R Not Reported

I/S Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

|                       |         | Enrollment 1st<br>Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and<br>Advanced |
|-----------------------|---------|----------------------------------|----------|---------------|---------|--------------|------------|------------------------------|
| English/Language Arts |         |                                  |          |               |         |              |            |                              |
| 2002                  | Grade 3 | 800                              |          | 15.0          | 46.5    | 35.1         | 3.4        | 38.5                         |
|                       | Grade 4 | 779                              |          | 15.4          | 51.1    | 32.3         | 1.2        | 33.5                         |
|                       | Grade 5 | 782                              |          | 18.7          | 55.9    | 24.3         | 1.0        | 25.4                         |
|                       | Grade 6 | 780                              |          | 25.6          | 39.9    | 27.7         | 6.8        | 34.5                         |
|                       | Grade 7 | 812                              |          | 28.4          | 44.7    | 23.8         | 3.1        | 27.0                         |
|                       | Grade 8 | 794                              |          | 28.2          | 45.1    | 22.7         | 4.0        | 26.7                         |
| 2003                  | Grade 3 | 730                              | 99.7     | 15.5          | 42.3    | 39.2         | 3.0        | 42.2                         |
|                       | Grade 4 | 835                              | 99.6     | 21.3          | 51.6    | 25.1         | 2.0        | 27.1                         |
|                       | Grade 5 | 847                              | 99.5     | 23.1          | 58.7    | 17.8         | 0.4        | 18.2                         |
|                       | Grade 6 | 842                              | 99.4     | 30.8          | 39.4    | 25.3         | 4.5        | 29.8                         |
|                       | Grade 7 | 844                              | 99.6     | 29.3          | 45.0    | 24.1         | 1.6        | 25.7                         |
|                       | Grade 8 | 803                              | 99.4     | 27.9          | 47.3    | 21.1         | 3.7        | 24.8                         |

| Mathematics |         |     |       |      |      |      |      |      |
|-------------|---------|-----|-------|------|------|------|------|------|
| 2002        | Grade 3 | 800 |       | 19.0 | 48.0 | 20.6 | 12.4 | 33.0 |
|             | Grade 4 | 779 |       | 17.7 | 42.1 | 25.1 | 15.0 | 40.2 |
|             | Grade 5 | 782 |       | 18.3 | 46.3 | 22.9 | 12.4 | 35.3 |
|             | Grade 6 | 780 |       | 25.4 | 42.6 | 21.3 | 10.7 | 32.0 |
|             | Grade 7 | 812 |       | 34.2 | 35.6 | 14.8 | 15.4 | 30.2 |
|             | Grade 8 | 794 |       | 32.5 | 50.0 | 13.6 | 4.0  | 17.5 |
| 2003        | Grade 3 | 730 | 100.0 | 13.4 | 53.4 | 25.5 | 7.7  | 33.2 |
|             | Grade 4 | 835 | 100.0 | 13.3 | 48.8 | 24.1 | 13.8 | 37.9 |
|             | Grade 5 | 847 | 99.9  | 15.0 | 53.2 | 23.7 | 8.1  | 31.8 |
|             | Grade 6 | 842 | 99.6  | 16.5 | 33.3 | 27.7 | 22.5 | 50.2 |
|             | Grade 7 | 844 | 99.9  | 21.9 | 38.4 | 21.9 | 17.8 | 39.7 |
|             | Grade 8 | 803 | 99.6  | 25.0 | 49.2 | 16.5 | 9.2  | 25.7 |

**STATE PERFORMANCE ON NATIONAL TESTS**

**Terra Nova:** a national, norm-referenced achievement test.

| Percentage of students scoring in the upper half, 2002 |         |        |          |        |       |        |       |        |
|--|---------|--------|----------|--------|-------|--------|-------|--------|
| Grade  | Reading |        | Language |        | Math  |        | Total |        |
|  | State   | Nation | State    | Nation | State | Nation | State | Nation |
| 3  | 49.2    | 50.0   | 51.5     | 50.0   | 58.2  | 50.0   | 54.8  | 50.0   |
| 6  | 57.6    | 50.0   | 49.0     | 50.0   | 51.2  | 50.0   | 51.4  | 50.0   |
| 9*   | 56.1    | 50.0   | 46.8     | 50.0   | 51.6  | 50.0   | 51.2  | 50.0   |

\* Grade 9 estimates were based on a sample that may not be representative of the entire 9th grade population.

**National Assessment of Educational Progress:** a national, criterion-referenced achievement test.

|             |       |      | Percent of students scoring |        |            |        |       |        |             |        |
|-------------|-------|------|-----------------------------|--------|------------|--------|-------|--------|-------------|--------|
| Test        | Grade | Year | Advanced                    |        | Proficient |        | Basic |        | Below Basic |        |
|             |       |      | State                       | Nation | State      | Nation | State | Nation | State       | Nation |
| Reading     | 8     | 2002 | 1                           | 3      | 23         | 30     | 44    | 43     | 32          | 25     |
| Writing     | 4     | 2002 | 1                           | 2      | 16         | 26     | 65    | 58     | 18          | 14     |
| Mathematics | 8     | 2000 | 2                           | 5      | 15         | 22     | 37    | 38     | 45          | 34     |

**PERFORMANCE BY STUDENT GROUPS**

|                               | Exit Exam Passage<br>Rate by Spring 2003 |        | Eligibility for LIFE<br>Scholarships* |       | Graduation Rate |       |
|-------------------------------|--|--------|---------------------------------------|-------|-----------------|-------|
|                               | n  | %      | n                                     | %     | n               | %     |
| <b>All Students</b>           | 562                                      | 98.6%  | 502                                   | 15.1% | 575             | 80.5% |
| <b>Gender</b>                 |  |        |                                       |       |                 |       |
| Male                          | 280                                      | 98.9%  | 249                                   | 17.3% | 288             | 79.9% |
| Female                        | 281                                      | 98.2%  | 253                                   | 13.0% | 287             | 81.2% |
| <b>Race or Ethnic Group</b>   |  |        |                                       |       |                 |       |
| African American              | 54                                       | 98.1%  | 62                                    | 1.6%  | 72              | 73.6% |
| Hispanic                      | 15                                       | 86.7%  | 19                                    | 10.5% | 21              | 81.0% |
| White                         | 488                                      | 99.0%  | 417                                   | 17.3% | 478             | 81.4% |
| Other                         | 4  | I/S    | 4                                     | I/S   | 4               | I/S   |
| <b>Disability Status</b>      |  |        |                                       |       |                 |       |
| Non-speech disabilities       | 66                                       | 92.4%  | 42                                    | 0.0%  | 76              | 47.4% |
| Students without disabilities | 495                                      | 99.4%  | 460                                   | 16.5% | 0               | 85.6% |
| <b>Migrant Status</b>         |  |        |                                       |       |                 |       |
| Migrant                       | N/A                                      | N/A    | 0                                     | N/A   | 0               | N/A   |
| Non-migrant                   | 75                                       | 100.0% | 502                                   | 15.1% | 0               | N/A   |
| <b>English Proficiency</b>    |  |        |                                       |       |                 |       |
| Limited English proficient    | 3  | I/S    | 5                                     | 0.0%  | 7               | 71.4% |
| Non-LEP                       | 550                                      | 98.7%  | 497                                   | 15.3% | 567             | 80.8% |
| <b>Lunch Status</b>           |  |        |                                       |       |                 |       |
| Subsidized meals              | 113                                      | 95.6%  | 111                                   | 4.5%  | 145             | 64.1% |
| Full-pay meals                | 443                                      | 99.3%  | 391                                   | 18.2% | 429             | 86.2% |

\* Using only the SAT and grade point average requirements

n = number of students on which percentage is calculated

**2002-2003 COLLEGE ADMISSIONS TESTS**

| SAT      | Verbal |      | Math |      | Total |      |
|----------|--------|------|------|------|-------|------|
|          | 2002   | 2003 | 2002 | 2003 | 2002  | 2003 |
| District | 509    | 518  | 523  | 523  | 1032  | 1041 |
| State    | 488    | 493  | 493  | 496  | 981   | 989  |
| Nation   | 504    | 507  | 516  | 519  | 1020  | 1026 |

| ACT      | English |      | Math |      | Reading |      | Science |      | Total |      |
|----------|---------|------|------|------|---------|------|---------|------|-------|------|
|          | 2002    | 2003 | 2002 | 2003 | 2002    | 2003 | 2002    | 2003 | 2002  | 2003 |
| District | 20.1    | 20.2 | 19.8 | 19.9 | 20.8    | 20.6 | 20.3    | 20.5 | 20.4  | 20.4 |
| State    | 18.8    | 18.7 | 19.1 | 19.0 | 19.3    | 19.4 | 19.2    | 19.2 | 19.2  | 19.2 |
| Nation   | 20.2    | 20.3 | 20.6 | 20.6 | 21.1    | 21.2 | 20.8    | 20.8 | 20.8  | 20.8 |

**SCHOOLS IN "SCHOOL IMPROVEMENT STATUS"**

**DISTRICT PROFILE**

|  | Our District | Change from Last Year | Districts with Students Like Ours | Median District |
|--|--------------|-----------------------|-----------------------------------|-----------------|
| <b>Students (n= 10,136)</b>                            |              |                       |                                   |                 |
| First graders who attended full-day kindergarten       | N/A          | N/A                   | N/A                               | N/A             |
| Retention rate   | 4.5%         | Down from 4.8%        | 4.1%                              | 4.0%            |
| Attendance rate  | 96.7%        | Down from 97.2%       | 95.4%                             | 95.4%           |
| Meeting grade 1 & 2 readiness standards                | N/A          | N/A                   | N/A                               | N/A             |
| Eligible for gifted and talented                       | 14.0%        | Up from 12.4%         | 15.0%                             | 10.7%           |
| On academic plans                                      | N/A          | N/A                   | N/A                               | N/A             |
| On academic probation                                  | N/A          | N/A                   | N/A                               | N/A             |
| With disabilities other than speech                    | 16.2%        | Up from 15.9%         | 10.5%                             | 10.6%           |
| Older than usual for grade                             | 4.0%         | Down from 4.3%        | 4.1%                              | 5.5%            |
| Suspended or expelled                                  | 2.1%         | Down from 2.9%        | 1.6%                              | 1.6%            |
| Enrolled in AP/IB programs                             | 10.2%        | N/A                   | N/A                               | 10.0%           |
| Successful on AP/IB exams                              | N/A          | N/A                   | N/A                               | N/A             |
| Enrolled in adult education GED or diploma programs    | 435          | Up from 250           | 273                               | 186             |
| Completions in adult education GED or diploma programs | 101          | Down from 127         | 75                                | 40              |

**Teachers (n= 803)**

|                                       |           |                  |           |           |
|---------------------------------------|-----------|------------------|-----------|-----------|
| Teachers with advanced degrees        | 48.8%     | Down from 49.4%  | 48.8%     | 47.8%     |
| Continuing contract teachers          | 87.5%     | Up from 85.3%    | 86.1%     | 82.8%     |
| Highly qualified teachers             | N/A       | N/A              | N/A       | N/A       |
| Teachers returning from previous year | 92.2%     | Up from 90.1%    | 90.6%     | 89.5%     |
| Teacher attendance rate               | 95.6%     | Up from 94.3%    | 95.3%     | 95.1%     |
| Average teacher salary                | \$40,963  | Up 1.0%          | \$40,332  | \$39,707  |
| Prof. development days/teacher        | 10.8 days | Up from 8.7 days | 10.3 days | 11.3 days |

**District**

|   |           |                     |           |           |
|---|-----------|---------------------|-----------|-----------|
| Superintendent's years at district        | 9.0       | Up from 8.0         | 3.0       | 3.0       |
| Student-teacher ratio                     | 15.5 to 1 | Down from 26.8 to 1 | 21.5 to 1 | 20.6 to 1 |
| Prime instructional time                  | 91.1%     | Up from 89.9%       | 89.6%     | 89.0%     |
| Dollars spent per pupil*                  | \$8,122   | Up 0.8%             | \$7,011   | \$7,412   |
| Percent spent on teacher salaries*        | 55.8%     | Up from 54.1%       | 56.4%     | 56.0%     |
| Opportunities in the arts                 | Good      | No change           | Excellent | Excellent |
| Parents attending conferences             | 99.0%     | No change           | 98.4%     | 96.1%     |
| Number of schools                         | 21        | No change           | 14        | 8         |
| Number of magnet schools                  | 0         | No change           | 0         | 0         |
| Number of charter schools                 | 0         | No change           | 0         | 0         |
| Portable classrooms                       | 2.9%      | Down from 3.4%      | 4.1%      | 3.5%      |
| Average age in years of school facility   | 26        | N/A                 | 26        | 26        |
| Number of schools with SACS accreditation | 21        | N/A                 | 14        | 8         |

\* Prior year audited financial data are reported.

|   | Our District | State |
|---|--------------|-------|
| Highly qualified teachers in low poverty schools  | N/A          | N/A   |
| Highly qualified teachers in high poverty schools | N/A          | N/A   |

**Abbreviations for Missing Data**

|                           |                          |                         |                                |
|---------------------------|--------------------------|-------------------------|--------------------------------|
| <b>N/A</b> Not Applicable | <b>N/C</b> Not Collected | <b>N/R</b> Not Reported | <b>I/S</b> Insufficient Sample |
|---------------------------|--------------------------|-------------------------|--------------------------------|

**SCHOOL DISTRICT GOVERNANCE****Board Membership**

5 trustees elected to single-member seats

**Fiscal Authority**

County Council

**Average Number of Hours of Training Annually** 14.0 per board member**Percent new trustees completing orientation** 100.0%**DISTRICT SUPERINTENDENT'S REPORT**

The School District of Oconee County is 19th largest of the 85 districts in South Carolina. The district has eleven elementary schools, five middle schools, four high schools, one career center and one alternative school that serve a reasonably stable population of ten thousand (10,000) students. Oconee County is a rural district and covers approximately 670 square miles. Oconee schools are smaller than the average size schools in the state, which allows for a closer personal touch while providing a quality education for all students.

A major goal for the Oconee County School Board and Administration is to be a top five district in the state. This has been a priority for the past several years. As you examine your report, please notice that new test data have been included for your information. I am pleased to report to you that the 2002 average SAT score for Oconee is 1032. This places Oconee 12 points above the national average of 1020, and 51 points above the state average of 981. Our goal is to score above the national average annually. Also, our PACT scores indicate that Oconee is 19th out of the 85 districts in English Language Arts and 14th of the 85 districts in Math. Our goal is to reach the top 10% and finally the top 5% of districts in the state of South Carolina. With a team effort and a focus on the appropriate issues, we will reach and maintain these goals.

As a result of specific recommendations from a professional curriculum audit completed by H. Dale Holden and Associates, the district completely revamped our curriculum department. Kindergarten through the twelfth grade now has direct representation from the district level. This year the Curriculum Department completed a comprehensive instructional plan for grades K-12 including the alignment of the SDOC curriculum with S.C. state standards. Additionally, the district office instructional staff continues to meet with principals and school curriculum coordinators to assist in the development of individual school plans based on the assessment data for each school. These plans are to be used for improvement purposes of each school.

It is of utmost importance that school personnel, parents, students and entire communities plan and work together to achieve the goals initially set by the Board and Administration. In this time of accountability and close scrutiny by all stakeholders, it is imperative that we work together in this endeavor.

Buddy G. Herring, Superintendent

**DEFINITIONS OF DISTRICT RATING TERMS**

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal